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The trainability and training needs of child care workers are considered by a conference of 26 child care workers from as many residential treatment centers. Information is provided concerning the conference's purpose and background, its participants, and their views on the following: characteristics of good child care workers, sources of learning, identifying key concepts, recommended standards and content for preservice university training, content for inservice training, and university courses for advanced workers. Summaries are also provided of the final panel discussion, plans for associations, and the conference director's observations. Appendixes include a roster of participants, program of the conference, copy of the pre-conference questionnaire, list of participants of discussion groups, and reports or summaries of group discussions. (JD)

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# NATIONAL CONFERENCE ON THE CHILD CARE WORKER

## SUMMARY OF PROCEEDINGS

August 28th - 30th, 1967

CLEVELAND COLLEGE

CASE WESTERN RESERVE UNIVERSITY

CLEVELAND, OHIO

ED 002 466

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## Preface

This is a summary report of a national conference of child care workers convened in Cleveland, Ohio, from August 28th to 30th, 1967.

The conference purpose was to involve outstanding child care workers in assessing the trainability and training needs of child care workers as a whole. Selected child care workers were being convened for the first time to collectively consider their own training needs and sources of knowledge.

Twenty-six child care workers from as many residential treatment centers in this country were invited to participate under the co-sponsorship of the American Association of Children's Residential Centers and the Child Welfare League of America. The U.S. Children's Bureau provided a grant to meet most of the expenses.

The conference was administered by Cleveland College, Case Western Reserve University.

This report, prepared by the conference director, represents an effort to integrate detailed notes submitted by discussion group leaders and recorders.

A panel discussion involving representatives of the sponsoring bodies is appended to this report. The conference director's observations, too are included in a separate section.

This report is directed to institutional administrators, child care worker supervisors, and university faculty persons who are interested in the teaching of child care workers.

## Summary of Proceedings

The National Conference of Child Care Workers convened at Case Western Reserve University in Cleveland, Ohio, from August 28th through August 30th, 1967. A total of twenty-six child care workers from as many residential treatment centers accepted invitations to attend.[1]

**Purpose:**

The conference purpose was to gather direct information from child care workers relative to their own training needs. Workshop sessions centered on the following questions:

1. What skills and knowledge are necessary to a child care worker?
2. How does the child care worker acquire such skills and knowledge?
3. What would child care workers recommend regarding content and teaching methods for in-service and/or university training?

This conference was the first occasion on which selected child care workers were convened specifically for the purpose of assessing their own training needs.

**Background for the Conference:**

The idea for this national conference arose from meetings of a task force of the American Association of Children's Residential Centers. This task force comprising Mr. Sam Berman, Dr. Jerome Goldsmith, and Dr. Morris Fritz Mayer established guidelines for the conference. Dr. Mayer, who has been teaching in the child care training program of Case Western Reserve University for the past three years, also discussed the idea with Mr. Martin Gula of the Children's Bureau, Department of Health, Education, and Welfare, and Mr. Joseph Reid of the Child Welfare League. As a result, the Children's Bureau provided a grant to support the major cost of the conference. Administered by Cleveland College of Case Western Reserve University, the conference was co-sponsored by the American Association of Cnildren's Residential Centers and the Child Welfare League of America.

**Descriptive Data Regarding Participants:**

This was a limited and select sample of child care workers adjudged most competent by the directors of their settings. Descriptive data may be more reflective of outstanding exceptions rather than the total population of child care workers.

Nineteen of the twenty-six workers in this sample were male.[2] There were eleven single people, fourteen married persons and one divorced person. While twenty-two of the total sample were under fifty years of age, no particular age cluster was apparent. Nineteen of the twenty-six workers had some college training. Of this group of nineteen, five were graduates and two had earned professional degrees (one in law and political science, the other in social work).

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[1] See Appendix A for complete roster of participants and institutions.

[2] One expected participant did not arrive. Since he had completed the preliminary questionnaire, however, his responses are reflected in these figures.

Two of the participants had been born in Germany. Two others were from Hungary. One was from Sweden and another was from Iraq. The sixteen others were born in the United States.

In child care work experience, the largest numbers were at the two to four years level and the seven to nine years level. Two workers had been in the field for almost twnety-two years.

Nineteen of the workers expected to remain in the field. Four intended to seek professional trainıng in a related field. Two planned to seek training in other fields. One intended to leave child care work entirely.

Characteristics of Good Child Care Workers[3]

In addition to the most commonly acknowledged criteria such as maturity, stability, and flexibility, the participants emphasized a capacity to endure frustration, work independently, and tolerate anxiety. Sometimes described as stubbornness or tenacity, high value was placed on a worker's maintenance of self-control and sure direction in dealing with disturbed children. This was seen as a crucial factor, as the worker is often alone with the children during times of crisis, and supervisory help may not be available.

The vital nature of self-awareness was stressed throughout the meetings, as the press of one's own feelings in response to the children's upset determined attitudes and subsequent actions. Feelings of anger were particularly noted, and all participants emphasized the need for supervisory and in-service training help in handling their own reactions.

The workers described their responses to some provocative acts. They felt it appropriate to state their annoyance or anger at the act, and they agreed on the primacy of a non-retaliative response. Judging from their stated examples, the workers placed great importance on their ability to remain calm and relatively dispassionate in their actions. Serving so often as the source of control in the midst of many charged feelings, sound judgments were felt to be made more consistently with supervisory support.

The ability to differentiate between behavioral education and symptom management was implied. There was no hesitation in expecting a child to be responsible for destruction of personal clothing, for example, while bedwetting did not carry similar expectations. Of course, both are symptoms, but the former was acknowledged to be more amenable and appropriate to the educational measures of the child care workers.

The worker's ability to individualize the children was seen as crucial.

Source of Learning:

The source of learning most frequently and unanimously cited was the supervisor. The point was emphatically repeated, however, that the supervisor needed to have had direct experience in child care work. The supervisor (a) needed to be readily accessible, and, (b) must have proven his ability in child care practice.

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[3]This material is a distillation of content from the three workshop groups into which participants were divided. Complete notes from one workshop group and summaries from the other two workshop groups may be found in Appendices E through G.

The supervisor needed to be a resource for techniques rather than a theoretician. Moreover, the supervisor's capacity to be helpful in spite of the workers' frustration and vehement expressions of feeling was seen as crucial. Several workers noted the supervisors' calmness and poise in the face of their pressure, and they reported this as a significant learning experience.

Trial and error was the next most frequently mentioned learning source. Their jobs necessitated an ability to learn via personal experience and to adapt techniques according to varying circumstances. An orientation period before assuming full responsibilities was described as desirable, but there were instances where this was a wish rather than a fact.

Identifying Key Concepts:

Recognition in child care work seems to be based on performance rather than the ability to conceptualize. Most of the discussion groups found it necessary to evolve principles and concepts on the basis of general discussion.

All workers reported their liking for children, but further specificity was sought to assess relationship ingredients. Self-awareness and respect for children were regarded as top priority concepts, although these qualities were descriptive of attitudes rather than principles. Nevertheless, these ingredients were so emphatically presented as the foundation for effective work that they are repeated here. Respect was a general term encompassing empathy, warmth, and concern for the children in a realistic rather than a maudlin or manipulative way.

Self-awareness was defined as the capacity to know and recognize one's own feelings and reactions, to admit them openly when indicated, and to use them as aids rather than hindrances in helping the children.

Concepts further guiding their work included the following:

a. Help the child progress from excessive dependence to age-appropriate independence. Routines such as cottage chores, care of clothing, allowances, etc., were seen as important in this context.

b. Help the child gain self-respect. Allow him a maximum of self-determination. The child care workers' attitudes were seen as crucial in this regard, as they were aware of a natural tendency to emphasize the importance of offering external controls. The imposition of adult controls, so vital to the children when necessary, needed to be seen as a step toward eventual self-control rather than as an end in itself.

c. Support developing ego strengths by offering controls. Intervene appropriately. Make expectations clear at all times. A tangible and coherent pattern of expectations was seen as a reassuring measure. It was the absence of consistency and the presence of uncertainty that precipitated behavioral difficulties.

d. Help the child anticipate repeated behavior patterns. Such precautionary reminders could help to bring attention to the child's problem and avoid expression in behavior.

e. Recognize unspoken demands and help the child verbalize them if indicated.

f. Help strengthen the child's capacity to face reality. Reality in this instance includes anticipating consequences of behavior and being able to accept them. The aim is education towards satisfying and acceptable behavior. Punishment in this context is an educational device.

g. Help the child develop confidence in relationships. The child care worker's own personality was seen as especially importnat in this regard. Caution was noted in that exclusive and intense involvements with the children were to be avoided.

Recommended Standards and Content for Pre-Service University Training:

The child care workers strongly recommended the establishment of two year undergraduate courses leading to an associate degree in child care work. The purpose of the course would be general preparation of a pre-service nature, and it would acquaint interested students and attract potential recruits to the field.

Field work was regarded as essential to a university-based course of this nature. Supervision by a skilled child care worker and direct exposure to job situations should be an important component of training.

Another objective of such a sequence would be a greater standardization of child care training. The lack of such standardization was noted by many of the conference participants.

Normal growth and development, abnormal psychology, study of family life, group dynamics, and sociology were among the subject areas mentioned as curriculum content.[4] Record-writing, including grammar, observation priorities, and specific activity skills were also requested. Some background as to the theory of play was also recommended.

Team teaching was emphasized as one means of introducing practical content to a university course. There was marked agreement that presentations by academicians needed to be complemented by practice material. The inclusion of a skilled child care worker on a teaching team was one possible measure. The liberal use of case materials was an additional device.

Content for In-Service Training:

In-service training programs were needed to stress orientation at the beginning of employment. Observation time and gradual assignment of increasing responsibilities were requested. Of value would be exposure to a variety of cottage and age groupings.

Content of in-service training would stress the treatment philosophy of the institution, roles of various staff, techniques of working in a harmonious way with all colleagues, and understanding of children's individual and group behavior.

Methods of intervention with children, developing empathy, helping children to anticipate consequences of their own actions, learning supportive techniques, aiding children's verbalization and reality testing were also stressed.

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[4] One of the workshop groups developed an outline of suggested content for curriculum. See Appendix E-8

Discussion of the institutional budget, program planning, community relations, religions, and sex education technique were additional topics suggested for in-service training meetings.

University Courses for Advanced Workers:

University courses for experienced child care workers should stress supervisory methods and preparation for administrative or teaching positions. Continuing study of family styles, patterns, and interaction was requested. An overview of social problems and techniques of implementing social change were additional topics.

The curriculum content was not described as differing in kind from pre-service training. Rather, content for experienced workers would be along the same lines at a more advanced level.

## Panel Discussion and Question Period

The observers attending the conference participated in an informal panel discussion at the closing session. The conferees were asked for their reactions to the panel and to the entire proceedings.

Mr. Sam Berman stated the increasing interest in training child care workers, as such programs had grown from twelve in 1962 to forty-two at present. The Child Welfare League has proposed a training and recruitment program for 2,000 child care workers. In order to do this, each participating community would need to have a child care worker on the advisory board. Supervised field placement would be a part of such a program.

The conferees responded affirmatively to Mr. Berman's question as to readiness for a national association of child care workers. There was a unanimity of feeling that child care work needed to be developed into a profession. Factors mitigating against this objective were low salaries, long working hours, low status, limited professional opportunities, and consequent high turnover.

A willingness to pay dues towards an association was expressed. Several participants indicated a willingness to contribute papers towards a child care workers' publication if one could be established.

Mr. Martin Gula supported the desirability of a series of positions to which child care workers could aspire. The building of a "career ladder" seemed important as an incentive to retaining skilled child care workers.

Dr. Mayer felt that the American Association of Children's Residential Centers might be willing to sponsor the establishment of a child care workers association;. He felt that such an association would help the workers develop their own unique frame of reference and encourage growth into a profession.

Dr. Allerhand, representing Case Western Reserve University, offered the school's services as a clearing-house for any future efforts by child care workers to unite efforts towards forming an association. Dr. Mayer, Mr. Berman, and Mr. Gula expressed the support of their agencies in continuing to work towards the development of the child care field.

## Further Directions

Many of the participants indicated their intention of organizing and/or strengthening child care worker associations within their communities. Possible combination of several chapters into a regional association was mentioned.

The summary of proceedings will be sent to each conferee, his agency, and interested training centers throughout the country. It is hoped that the material will be helpful in designing and refining child care worker training programs. (The Child Care Training Program at Cleveland College of Case Western Reserve University will certainly utilize these materials in developing new training models.)

The summary report will be presented at the November, 1967 meeting of the American Association of Children's Residential Centers. The question of sponsoring a national association will be posed at that time, and discussion will be sought as to suggestions for further moves.

## Conference Director's Observations

The pragmatic orientation of the participants was clearly evident. They were vitally interested in techniques, ascribed most value to practical advice in handling children, and tended to place most confidence in learning by example rather than in a more scholarly way.

The personal emotional pressures in working with groups of emotionally disturbed children are great. Such pressures increase geometrically rather than arithmetically in groups. Thus, one can readily understand how child care workers would value the practical, tried-and-proven action expert. But the performance preoccupation of the child care workers has detracted from their ability to conceptualize regarding broader principles underlying their work. Such conceptualization is essential to the production of a communicable body of knowledge. The child care workers must make a concerted effort to move beyond the practice wisdom phase of their development if professionalization is their aim.

Concomitant with professionalization is extended training. The training proposed by this group - two years of undergraduate school leading to an associate degree - would not lead to the mastery of a body of knowledge that distinguishes recognized professions.

Judging from the discussions, the workers conceive of their potential positions as ranging from direct child care through the upper administrative echelons. While the prospect of according more appropriate recognition to child care work is long overdue, the probability of being able to command administrative leadership is unlikely without more stringent credentials.

Further distinction probably needs to be drawn between full professionalization and unionization on a semi-professional or technical basis. It is likely that a series of classifications is in order.

There is no question that wide discrepancies do exist in child care workers' employment conditions, and that these conditions give rise to discontent as well as substandard performance. Beginning salaries were quoted from $200 to $400 a month, and working hours ranged from forty to one hundred hours per week. Some reported a possible salary of $8,000 annually, but this seemed to be exceptional.

Sleeping time seemed to be regarded in some instances as off-duty time, although the workers were required to remain in the cottage. Room and board were considered an integral part of salaries in some instances, while in other instances it was explained as an additional fringe benefit.

The discussion was not thorough, as the purpose of the conference did not emphasize working conditions. It was apparent that there was great concern in this area, however, and that a wide range of salaries and working conditions was apparent.

Outstanding throughout the proceedings was the workers' pride and interest in their work. There was little doubt that they genuinely had the capacity to enjoy and care for children and that they did their utmost to be of help to them. They were pleased, of course, at having been accorded national recognition as to the importance of their work. They expressed a strong wish that such recognition could be expressed in more tangible form.

CASE WESTERN RESERVE UNIVERSITY

CLEVELAND COLLEGE

NATIONAL CONFERENCE on the CHILD CARE WORKER

August 28 - 30, 1967

ROSTER

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Appendix B-1

# NATIONAL CONFERENCE on the CHILD CARE WORKER

August 28 - 30, 1967

## PROGRAM

**Sunday, August 27th**

3:00 p.m. - Coffee Hour, Wade Commons

**Monday, August 28th**

9:00 - 9:30 a.m. - Registration, Newton D. Baker Building, Euclid Avenue at Adelbert Road - Room 121

9:30 - 10:30 a.m. - Opening Session - Mr. Luton, Dr. Mayer, Dr. Matsushima Room 121

10:30 - 11:50 a.m. - Discussion Groups - Miss McCann, Room 119-Mr. Merson, Room 17 - Mr. Petten, Room 208.

12:00 - 1:45 p.m. - Lunch, Wade Commons

2:00 - 3:30 p.m. - Discussion Groups

3:40 - 4:15 p.m. - General Session (Discussion Group Reports)

4:30 - 5:30 p.m. - Dutch Treat Cocktail Hour (Alcazar Hotel)

6:15 - 7:00 p.m. - Dinner, Wade Commons

**Tuesday, August 29th**

9:00 - 9:30 a.m. - General Session, Newton D. Baker Building

9:30 - 11:50 a.m. - Discussion Groups

12:00 - 1:45 p.m. - Lunch, Wade Commons

2:00 - 4:00 p.m. - Discussion Groups

4:10 - 5:00 p.m. - General Session (Discussion Group Reports)

5:30 - 6:30 p.m. - Dinner, Wade Commons

**Wednesday, August 30th**

9:00 - 9:30 a.m. - General Session, Newton D. Baker Building

9:30 - 11:50 a.m. - Discussion Groups

12:00 - 1:45 p.m. - Lunch, Wade Commons

2:00 - 2:50 p.m. - General Session (Discussion Group Reports)

3:00 - 4:30 p.m. - Closing Session (Panel Discussion) - Dr. Mayer, Mr. Gula, Mr. Berman, Mr. Hershey.

Appendix C-1

CASE WESTERN RESERVE UNIVERSITY

CLEVELAND COLLEGE

NATIONAL CONFERENCE ON THE CHILD CARE WORKER QUESTIONNAIRE

1. Name_____
(please print)

2. Name of Institution_____

Address_____
(number and street) (City) (state) (zip code)

3. Marital Status_____ Sex_____

4. Age Range: 20-29_____ 30-39_____ 40-49_____ 50-59_____ Over 60____

5. Educational Background: (circle highest grade completed)

Elementary School 1 2 3 4 5 6

Junior High School 7 8 9

Senior High School 10 11 12

College 1 2 3 4

Post-Graduate Degree (specify field and degree)_____

List any special training courses you have taken in relation to your work as child care worker. Name the educational institution offering the course, the name of the course and how long it lasted.

_____

_____

_____

6. Employment Background:

Number of years as Child Care Worker in present position_____

List institutions in which you were previously employed in a similar capacity, including length of time in each:

_____

_____

7. Describe in-service training program in your present institution:

8. Brief biographical sketch. If you have children, indicate ages and where they are now. List employment you have had previously in other fields.

9. List at least three reasons for your having chosen this type of work.

10. Future professional plans.

Continue as child care worker?_____

Seek employment in a different field than child care?_____

Pursue further college training for one of the other disciplines, e.g. psychology, social work, psychiatry, education, represented in your institution?_____

_____

Appendix D-1

# NATIONAL CONFERENCE ON THE CHILD CARE WORKER

## Discussion Groups

| Group I (Miss McCann) | Group II (Mr. Petten) | Group III (Mr. Merson) |
|---|---|---|
| Mr. Baba N. Shabbas | Mr. David Vogel | Mr. Julien Worland |
| Mrs. Audrey Mroczynski | Mrs. Judith Rust | Mr. Michael Dolan |
| Mr. Herbert Dundas | Mr. Walter Jones | Mrs. Gloria Lovelace |
| Mr. Donald Roy | Mr. Carlos Ramos | Miss Ruth Little |
| Mr. Jack Klaus | Mr. Frederick Shute | Miss Wilma Ueckeroth |
| Brother Warren Shea | Miss Gisela Mohr | Mr. Earl Wille |
| Miss Annabelle Richardson | Mr. Florian Barati | Mr. Rudolph Beazer |
| Mr. Paul J. Cardin, M.S.W. | Mrs. Margaret Duff | |
| Mr. Wayne E. Shumaker | Mr. Don Bray | |

Observers and visitors moved individually from group to group.

Appendix E-1

NATIONAL CONFERENCE ON THE CHILD CARE WORKER
CASE WESTERN RESERVE UNIVERSITY
CLEVELAND COLLEGE

August 28, 29, 30, 1967

REPORT ON GROUP ONE DISCUSSIONS
Leader: Marie McCann
Recorder: Joanne Naegele

SUMMARY OF HIGHLIGHTS OF DISCUSSION

I. CENTERS REPRESENTED

5 specialized on younger children
2 specialized on latency, adolescent and late adolescent children
2 specialized only with adolescents -- court referrals, all boys
2 were Childrens' Hospitals
2 started as orphanages --- residential treatment centers now
Living arrangements: dorms, cottages, one had mixed cottages
Size: Varies from 24 - 260 children
All but one Center had less than 70 children

II. PERSONAL CHARACTERISTICS OF CHILD CARE WORKERS -- "Necessary Ingredients"

Maturity, Stability
Flexibility
Security -- must have knowledge of self (what makes you angry, what makes you sad).
Self Awareness
Empathy -- "Candlelight Conferences" after lights out between house mother and kids.
Understanding, Common Sense -- must be able to react in the right way when a child spits at you -- without calling him a 'little bastard.'
Love of Children -- person who likes to do things, with the kids, rather than police them.
Persistence and Perseverance
Creativity -- especially with withdrawn children. This is also important if Child Care Worker is to enjoy the job.
Educability -- the ability to learn and to understand
Dedication

III. WHAT HAPPENS ON THE JOB

A. Initial Expectations
1. "Naughty" boys swearing -- this we got.
2. Staff co-operations -- this was not always achieved.

B. What was tough
1. The ffirst 6 months to 1 year.
2. Early lack of co-operation and lack of communication. It's tough when information such as whether a child sleeps-walks is not shared.
3. Uppityness among staff -- lack of respect for each other. This leads to strife, jealousy, competition.
4. Center expects too much of CCW -- expect the CCW to spread themselves too thin.

C. How Learned what you learned

1. Supervisor -- especially important during the first six months. From this the person got strength, encouragement. Reading and courses could not have helped at this point.
2. Some person (might be another cottage worker) who was experiencing the same things the CCW was, a person with whom one could talk over concrete situations.
3. Conferences with caseworker -- with whom could discuss "a kid and his problem."
4. Steady communication
   - between child care worker and caseworker
   - among casework team within a cottage
   - among caseworker - CCW - teacher - psychiatrist
     These people might be called a TEAM, UNIT, GROUP
5. Reading and courses helped <u>after</u> six months to one year.

D. What Interfered with Learning

1. Communication difficulties within the TEAM such as
   a. Who chaired the TEAM
   b. Switching roles
   c. Lack of respect for the role of the CCW
   d. Cliques such as Cottage Parents vs. Caseworker

E. Changes in Techniques from when CCW started the Job to present.

1. Improved self confidence
2. Inner growth and maturation -- a term used often was "As one grows and matures on the job...."
3. At the beginning of the job the CCW expects all the children to "like" him 100% of the time. After he gains experience, the CCW expects the child to know that he <u>cares</u>.
4. Initially would shade the records to impress supervisor with what a "good job" one was doing. Later on could be more honest, and more open.
5. An increase in self pride -- yet not an increased status within the community.

## IV. FUNCTIONS AND RESPONSIBILITIES

This section was developed in order to try to define a set of tasks and a set of conceptual goals for the CCW. The aim was to come up with a communicable body of knowledge.

A. To help the child progress from excessive dependency to appropriate independence.
   Techniques: making beds, cutting grass, dressing, eating. These are all reality-oriented tasks.

B. To help the child gain self-respect.
   Techniques:
   1. Let a child know he is somebody with rights and whom you like.
   2. "Do you like me?" "Yes, but I don't always like what you do."
   3. Build an investment of the child in his own unit.
      Have the child take pride in the unit, have the child feel he has something to say.
   4. Show the child you "care."
      "Comb your hair." "Why?" "Because I want you to look nice."
   5. Allow the child some degree of self determination -- respect him, make him responsible for what he does.

C. Lend Ego Strength by Offering Controls
Techniques:
1. There are appropriate times to intervene. Let the child know no matter how angry he is, how weak his own controls are, he can lean on you.
2. Must lend your warmth and understanding to a child so that he can express anger, etc., in a socially acceptable way.
3. Controls can be developed through group spirit--"Culture".
4. One person was very hard on her children initially, purposely, so that the children would know where the limits were and would not need to test them physically.

D. Help a child form a relationship. Help the child develop basic trust.
1. Must be honest with the child -- cannot say one thing and feel a another.
2. Respond to a need be it cutting the toe nails of a 15 year old or sewing a button on a shirt.
3. Help a child get along better with you than he did before. This will require beginning where the child is.

Techniques:
- Must be aware of what a child is doing and why.
- Must be aware of the goal of the work with a child.
- What works is what the CCW does.

V. TEACHABLE CONCEPTS -- Concepts Behind the Practical Tasks the CCW Does.

A. The therapeutic use of games. Eg., could play the game of emotional states such as playing provocativeness. "I will try to get you mad -- and you will try to break through. If you get me laughing then you've broken through".
B. The important thing is not what you do but what happens in doing it.
1. Group interaction in planning a program, tapping individual skills.
2. If involve children in doing what they are good at, then you spend less time in disciplining them. The gain is one of social interaction.
3. It is possible to make routine things such as re-arranging furniture, fun and profitable.
C. Must always look behind the behavior. "Things are not what they seem"-- yet you don't want to take a microscope to all behavior. Just want to be able to spot patterns.
D. Capitalize on assets -- nurture by encouragement. Find the spark, the potential, -- and capitalize on it.
E. Guard against institutionalization of a child. Permit free time, unprogrammed activity, must try to stir up the wish to move forward.
F. A good CCW can use the group in a very positive way. Can use group discussions, inter-group competition, group pride. Can capitalize on the child's wish to belong to something.
G. Allow self-determination. Have respect and aid the child in his development. Make the kids responsible for what they do.
H. Try to avoid the occurrence of symptomatic behavior by anticipating the causes.
I. Recognize unspoken demands. The task is to verbalize these demands to the child.
J. Think of each child as having a right to first class citizenship.

K. Sex play is difficult for any CCW to handle -- because it evokes our own personal taboos and reactions. Be aware of your own personal reactions -- and try not to have them cloud the issue.

L. Punishment should be appropriate to the offense, immediate, as short as possible, have an immediate effect.

The above concepts were formulated from the group's disucssion of behavior problems of bullying, bedwetting, runaways, sex play, destructiveness.

## VI. FORMAL TRAINING

A. General Recommendations re: courses

1. Who should teach courses:
   a. It is rare to find a teacher who has directly experienced what is being taught to a CCW. Yet this is essential.
   b. Perhaps principles and concepts could be taught by an instructor other than a CCW.
   c. Application of theory should be taught by a CC Worker.
   d. Possibly more team teaching should be used.
2. Child Care Worker Organizations should provide leadership:
   a. In setting up formal training -- pre service, in service, supervision, advanced education.
   b. In organizing national and regional meetings.
   c. In writing articles -- one of the group has already published.
   d. In standardization of CCW training programs, recommendations, evaluations, perhaps accreditation.
3. Course material must be revised to be concise, specific, not a waste of time. The goal would be to "look with a different eye, to hear with a different ear." CCW's wouldn't mind taking such courses because then they would in turn be of better service to the children.

B. Pre Service ) A two year training program including a co-ordinated field ) work experience leading to an associate degree.

1. Definition: "Course material gained previous to employment."
2. Where should be taught: At local junior college or university.
3. Value of pre service: General consensus was course material gained previous to the job is helpful. Most centers do not have time for a pre job training program of their own. Most have limited help, some have 100% turnover per year. Usually a CCW must get "right into it."
4. Course content: Normal growth and development: "to have a frame of reference."
   Psychosexual Development -- including answering sexual questions.
   Training in Observation and Listening.
   - How to be selective in observation
   - How not to be stereotype

   Study of family life.
   Training in Record Writing -- English included
   a. The need
   1. Every CCW had to write either daily and/or weekly records, usually both.
   2. Needs to be taught in formal courses of preservice and in-service.
   3. Example of the volume of records kept.
      LOG BOOKS in cottages -- to convey to incoming cottage parents what went on.
      DAILY RECORDS on each child -- some wrote these three times per day, others recorded only significant events. Might be read by caseworker, therapist, director.

GROUP REPORTS -- perhaps for the unit supervisor.
PROGRESS REPORTS AND EVALUATIONS.

4. Most CCW's would rather talk than write

b. How CCW's learned to write reports.
   1. Over half the group had some formal training and found it helpful.
   2. All agreed this area needed vast improvement in terms of the course material offered.

c. What should be taught regarding record writing.
   1. Grammar and use of words. eg., "These things indicate" or "I feel that...."
   2. What should be recorded
      - purpose of the record should be kept in mind
      - record deviations from normal pattern of behavior
      - outlines sometimes help. Most of the group had acess to outlines and followed them.
      - interpersonal relationships in peer group.
      - interpersonal relationships between children and the adults caring for them.
   3. Value of the different types of recording.
      - Evaluations lead to insight regarding behavior patterns.
      - Daily reports are helpful in identifying the children you most easily "lose".
   4. The importance of writing reports soon after the behavior occurs.
   5. Omissions in reporting occur. Beginning workers feel events reflect directly on their competence and so they end up shading reports. It is important to realize that the job is not at stake.

Self Awareness and Sensitivity
Practical Skills
- Games to play
- Recreational skills
- Home economics
- Program planning

Teachable Concepts (Elaborates on point V, pages 3 and 4)
How to Use Intake Information
Psychopathology: Behavior problems expressed as symptoms. How to identify behavior patterns
Social Problems in American Society -- Social structure
Group Dynamics
Information Course: re: types of therapy.

5. Aim of Pre Service Training
   a. A two year training program including a co-ordinated field work experience would lead to an Associate Degree.
   b. There would be more status and recognition if CCW had a degree. Might be on a par, status wise, with practical nurses or teachers.
   c. Increased wages
   d. Would have a bargaining position if had a Federation

6. Problems in Pre Service Training
   a. CCW is a highly performable task, It's like teaching an actor to act or a criminal to be a criminal. Requires basic warmth, basic motivation which if it's there catches fire.
   b. Must try child care work before know whether you'll be able to do it.
   c. Don't see CCW's practice as you do nurses and MD's. How do you get candidates if people aren't aware of this as a field?
   d. Difficulty in gaining status. It's difficult to think of comparing the position of a teacher or a nurse with a CCW.

It's like comparing a high school science teacher to a nursery school teacher. Yet the latter does have status. Nursery school teacher aids in the child's maturation, ego development. And there is pride in the job.

C. In Service Training Program
   1. General comments
      a. An orientation program at the beginning of the job is thought to be the best way to begin. Gradual observation with limited responsibilities. A time of getting to know the various cottages and various aged children with limited participation.
      b. On The Job Training is thought to be the most valuable kind of training. The emphasis would shift from the practical to the theoretical.
   2. Course material
      a. Philosophy of the Institution
      b. Roles of Various Staff-how they are related
      c. Methodology of working with other team members.
      d. Understanding Childrens' Behavior
         - Methods of intervention
         - Empathy
         - Anticipation
         - Supportive techniques
         - Aiding child's verbalization
         - Aiding child in reality testing
      e. Budget of the institution
      f. Knowledge of physical needs
         - Daily living needs
         - Illness needs
      g. Program Planning
      h. Community Relations
      i. Sex Education
      j. Religions

D. Supervision
   1. Staff meetings
   2. One-to-one supervison (with a former CCW)
   3. Sensitivity meetings.

E. Advanced Education
   1. Uses:
      Preparation for supervision
      Preparation for administrative positions
      Preparation for teaching child care work
   2. Courses *
      Study of family styles, patterns, interaction
      Social problems
      Implementation of institutional change
      * Advanced courses should and could be given on all levels of course material suggested to be covered in Pre Service.

## VII. CHANGING ROLE OF THE CHILD CARE WORKER

This was recognized in the very calling together of a conference such as this. Some of the possibilities of furure roles for CCW included devising curriculum, teaching CCW courses, work with families of the children, helping the child in realistic planning for his return to his own family.

## VIII. RECOMMENDATIONS

A. CCW wants more status and training first
   1. Want a more structured, formalized training leading to an Associate degree.
   2. Present role is vague. Comments included
      "It would be nice to know what a CCW does."
      "I tell people I play house with sick kids."

B. The CCW wants the ability to demand commensurate wages.
   Wages must compensate effort put forth.

C. Administrators should review ways to increase wages.
   CCW's want more than lip service about being the "backbone of the Center".

D. A present disparity of wages exist.
   1. $4800 starting salary for HS grad, 40 hour week, 8 hour shift, 1½ overtime.
      Others start at $200 per month with a 65 to 70 hour week.
   2. Some cottage parents who make good wages must keep this secret from others.

E. A regional and/or National CCW Organization would be helpful.

F. If reports are to be written, they should be used.

G. Administrators should allot time in the work day for writing records and should have relief personnel for this time.

## CHART OUTLINING POSSIBILITIES FOR TRAINING PROGRAMS

| PRE SERVICE | IN SERVICE | ADVANCED EDUCATIONAL USES |
|---|---|---|
| Growth and Development | Knowledge of daily living needs and illness needs | Administrative Preparation |
| Psychosexual Development | Sex Education | Supervision Preparation |
| Observation | | Preparation for teaching CCW |
| Study of Family Life ----------> | | Study of family styles, patterns, interaction |
| Record Writing ----------> | | |
| Self Awareness | Sensitivity Meetings ----------> | |
| Practical Skills | | |
| Games ----------> | | |
| Recreational Skills ----------> | | |
| Home Economics Programming | Program Planning ----------> | |
| Teachable Concepts ----------> | | |
| Use of Intake Information ----------> | | |
| Psychopathology ----------> | | |
| Social problems in Society | | Social Problems |
| Group Dynamics ----------> | | |
| Information course re: types of therapy | Roles of various staff- how are related | |
| | Methodology of working with other team members ----------> | |
| | Philosophy of Institution | Implementation of institutional change |
| | Budget of Institution | |
| | Community Relations ----------> | |
| | Religions | |
| | Understanding behavior ----------> | |
| | - Methods of intervention | |
| | - Empathy | |
| | - Anticipation | |
| | - Supportive Techniques | |
| | - Aiding Child's Verbalization | |
| | - Aiding Child in Reality Testing | |

Appendix F-1

NATIONAL CONFERENCE ON THE CHILD CARE WORKER
CASE WESTERN RESERVE UNIVERSITY
CLEVELAND COLLEGE

August 28, 29, 30, 1967

REPORT ON GROUP TWO DISCUSSIONS
Leader: John Petten
Recorder: David Thompson

SUMMARY OF DISCUSSION

In conclusion, one might say that Child Care Workers enter the field in a haphazard manner, but they usually seek employment in the geographical area in which they live. For instance; adults seeking employment as Child Care Workers in the Cleveland area, live in the Cleveland area. It should be commented on, too, that most of the participants in these meetings were from treatment centers located in an area where additional opportunities were available to them and it seems that courses could be offered in an academic setting which would be in the area in which the treatment centers are located.

Child Care Workers placed particular emphasis on, on-the-job training. By on-the-job training they meant actual observations and sharing duties, with, but under the direction of a more experienced Child Care Worker. Most were disappointed in not having had a longer training period under an experienced worker before being given full responsibility. In-service training was another method for learning. While actually discussing case situations pertaining to their children, they acquired theoretical knowledge and gained some self-awareness regarding their own attitudes in the situation.

Participants seemed to be in agreement that supervision, on-the-job training, in-service training, and college based education are necessary for Child Care Workers. A comment repeated frequently during the discussion was that much of what they were doing was based on intuition. Intuition, it seemed, was based on their past experience or theoretical knowledge plus their sensitivity to the needs of the children they serve.

It was suggested that with the proper selection of personnel, that is, people possessing the qualities of a good Child Care Worker could be selected prior to any training. The other skills needed in being professional Child Care Workers can be imparted to them by using a combination of educational situations, including theoretical knowledge at a college campus, in-service training, or laboratory experience, with a Child Care Supervisor, and individual supervision. It was definitely determined that the knowledge and skills needed to be an effective Child Care Worker can be taught.

It becomes quite obvious in the discussion of various situations that Child Care Workers, at least those in this discussion group, were action-oriented. When the situation called for some meaningful interference, they would not hesitate to apply themselves. They were not interested in theory that would not be helpful to them in carrying out their job in a more skillful way. All could recall their early experiences at their treatment center and the meaning various people have had in their effectiveness as Child Care Workers, or their lack of skills due to inadequate preparation. Some were dissatisfied and others antagonistic towards administration, who they felt saddled them with full responsibility, without adequate on-the-job training.

It would appear from this discussion participants thought Child Care Workers have an autonomous body knowledge, techniques and skills which should be accumulated and passed onto newcomers. This group was of the opinion a two year course at the college level working closely with treatment centers would be an effective way to train Child Care Workers. Classroom instructing, laboratory experiences and individual supervision should be the methods used to achieve adequate training.

STATISTICS OF GROUP TWO COMPOSITION

| A. TASK OR JOB CLASSIFICATION | B. HOURS | C. NUMBER OF CHILDREN IN INSTITUTION | D. UNIT SIZE | E. STAFF COVERAGE | F. INSTITUTIONAL AGE RANGE | G. COMPOSITION GROUP GIRLS | G. COMPOSITION BOYS |
|---|---|---|---|---|---|---|---|
| A. Child Care Worker | 8-hour shifts | 28 | 7 | 2 | 6-12 | 9 | 19 |
| B. Recreation Leader | 48 hours per week | 18 | 6 | 1 | 7-14 | 6 | 12 |
| C. Activities Director | 4-2 weeks | 40 | 10 | 2 | 5-14 (18) | 10 | 30 |
| D. Head Child Care Worker | 45 hours per week (split shifts) | 115 | 13 | 2 | 7-18 | 30 | 79 |
| E. Child Care Team (husband and wife) | Sat-Wed 2½ days off | 310 | 12 | 2 | 8-13 (17) | - | 310 |
| F. Head Counselor and Supervisor | 40 hours | 53 | 11 | 2 | 9-18 (20) | 22 | 32 |
| G. Child Care Worker and Supervisor and Group Leader | 40 hours and overtime | 50 | 13 | 3 | 6-18 (20) | 15 | 35 |
| H. Housemother | 4-2 weeks 24 hours | 24 | 7 | 1 | 6-18 | 4 | 14 |
| I. Cottage Head | 60-65 hrs. per week | 28 | 7 | 1 | 5-14 | 7 | 21 |

Appendix F-3

NATIONAL CONFERENCE ON THE CHILD CARE WORKER
CASE WESTERN RESERVE UNIVERSITY
CLEVELAND COLLEGE

August 28, 29, 30, 1967

REPORT ON GROUP THREE DISCUSSIONS
Leader: Stan Merson
Recorder: Raymond Fant

The high calibre of the group members was very impressive. Their interest, sincerity, seriousness, and dedication to the field of Child Care was of special note.

It seemed significant that the group repeatedly raised -- both in formal as well as informal discussions -- the conviction on their part that supervision should be done by experienced and skilled child care workers. The dominant aspect of this seemed to be to have someone readily accessible who had proven himself in practice, and who would really understand the problems of the child care worker. An additional factor that seems to belong here is the strong desire to have advancement opportunities eg., supervisory positions to which the Child Care Worker can be promoted.

There was considerable discussion about the most helpful source of learning and also about their experience and wishes for formal educational programs.

The most varied attitude toward formal academic programs was expressed in regard to "child care training" courses. Some courses taken by group members were set up in the order of two hours/week for periods ranging from ten weeks to a college year. Comments about these ranged from "useless" to "interesting" to "helpful". Where they were felt to be of some value it seemed to be primarily for the relative newcomer to the field of child care. Generally there seemed to be a dearth of worthwhile courses for experienced and skilled child care workers. Generally our group felt they did not get much out of these courses except -- and here they spoke with humorous and benign derision -- the usual diplomas and certificates which had little value to them.

There definitely seemed to be a desire for formal educational programs for college credit. (recognition and reward).

In contrast to the above attitudes with regard to child care courses, one group member described an extensive program in child care training which entailed two full days of classroom work each week for four college semesters. He found this program to be of considerable value, rating it as quite significant in his development as a skilled child care worker.

In assessing the mood of our group, it could be said that they felt there was a definite place for pre-placement training courses. There were two broad criteria. They should be sufficiently comprehensive to be of significant value; and they should involve concurrently, a substantial amount of observation and practical experience (practicum or field placement.)

The importance of relating theory to practice was raised at many times and in relation to a variety of matters in the discussions. In relation to their work, this group showed little interest in "detached" or abstract theory.

It was also clear from our discussions that the group represented wished opportunities for further formal education and preferably on a credit basis. I was particularly impressed that very many of the courses desired by highly skilled child care workers are already available at the university level in schools of psychology, social work, education, sociology, etc.

Specific suggestions included:

Child Development (plus observation)

Psychopathology - There was unanimous agreement that this course should not be taken during the period of adjustment to the job - it could be taken either before or after.

Social Process and Small Group Theory
Development of the indivicual as a <u>social</u> being and the process of interaction.

Values of Play, Work, etc. Concepts of appropriate social needs and educational opportunities.